

# The Northwest Missourian

Northwest Missouri State Teachers College

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NUMBER 28

## Mr. Lamkin Elected to Presidency of National Education Association

Prominent Educator Receives Highest Honor that Can be Bestowed in Field of Education. Elected by Unanimous Vote of Delegates.

President Uel W. Lamkin has been elected to the presidency of the National Education Association. This high honor was accorded him at the annual meeting of the Association held last week at Minneapolis. For over thirty years President Lamkin has been a prominent figure in the educational field and this splendid tribute has been earned by these years of outstanding work. For the past seven years he has been president of the Northwest Missouri State Teachers College which has enjoyed steady and substantial growth under his administration.

When the representative assembly, the official delegate body of the National Education Association, gathered in the auditorium for its first meeting Tuesday, July 3, it fell into line with the procedure of the recent political conventions. It nominated a man to the presidency without opposition, the states stampeding to get into line; and it nominated a man who wasn't present.

Fifteen hundred official delegates attended the assembly and grouped themselves in the hall under the banner of the states, many of the state delegations wearing distinctive badges or insignia.

At the close of the routine business the roll-call of the states for nominations to the presidency was started. The Alabama delegation yielded to Missouri, and with Miss Genevieve Turk as spokesman, Missouri put Mr. Lamkin in nomination. Down through the roll of states the call proceeded and each chairman placed his delegation behind Mr. Lamkin. Illinois paid wonderful tribute to him. In lending their forces the New York delegate said that they had "Al" and so would yield to the wounded soldier from Missouri. Ohio reported that she had a candidate as she usually does but this time it was Lamkin from Missouri. When Vermont's name was sounded the reply came, "Vermont at this time chooses to run with Missouri." There was a short demonstration among the Missouri teachers when it was over and Mr. Lamkin's election was assured.

On Friday morning July 6, Mr. Lamkin was installed in the office to which he had been elected on the preceding day. He was introduced by Dr. Blair, State Superintendent of Schools of Illinois, who opposed him in the race for the presidency of the N.E.A. two years ago at the meeting in Philadelphia. After a short speech President Lamkin assumed the duties of his office.

President Lamkin is the fourth Missourian to have received the distinct honor of being elected to the presidency of the N.E.A. The first Missourian to be elected to this position was fifty-three years ago when William T. Harris, superintendent of schools of St. Louis, was elected to this position. It is interesting to note that Harris was elected at the N.E.A. Convention held in Minneapolis in 1875.

The next Missourian to be elected head of the N.E.A. was F. Louis Sordan, superintendent of school of St. Louis, who was chosen in 1885, ten years after Harris's term.

The last Missourian to hold this honor was J. M. Greenwood, superintendent of schools of Kansas City, who was given this honor just thirty years ago, in 1898.

Mr. Lamkin's career in the educational world is one worthy of note. In 1897 and for nine successive years he was associated with the Clinton, Missouri, schools in the capacity of teacher and high school principal. From 1907 to 1909 he acted as Chief Clerk and school inspector for the Missouri Department of Education. He was elected county superintendent of schools of Henry County in 1909.

During his term as State Superintendent of Schools of Missouri, 1910 to 1918, the first State Aid Law for Schools was passed; the first law for high school inspection was passed. One of the first things he did in this office was to complete arrangements for the organization of the Conference of Missouri Educational Institutions, composed of the five teachers colleges of the State and the University of Missouri, making a unique and workable plan of cooperation among the state educational institutions of Missouri.

Before coming to the Northwest Missouri State Teachers College as its president in 1921 Mr. Lamkin served as president of the program committee.

N. E. A. had a little Lamkin  
From Maryville, Mo.  
And she loved that little  
Lamkin  
As she loved her city beau.  
Now that Lamkin he loved  
N. E. A.  
And followed her around  
Til one day she called him to  
her  
And his head with laurels  
crowned.

Offered by Dr. Francis G. Blair on the occasion of his introduction of President Lamkin to the Assembly of Delegates of the N. E. A.

as district vocational officer at St. Louis for the Federal Board for Vocational Education; Chief of Division of Rehabilitation, Washington, D. C.; and Director of the Board of Vocational Education, Washington, D. C.

President Lamkin was County Superintendent of Schools of Henry County when elected President of the Missouri State Teachers Association, being the only county superintendent who ever held this office in Missouri. He has been a member of the executive committee of the Missouri State Teachers Association for three years. Thru his efforts and as a member of the building committee the Missouri State Teachers Association built and dedicated a \$50,000 Association home at Columbia, Missouri.

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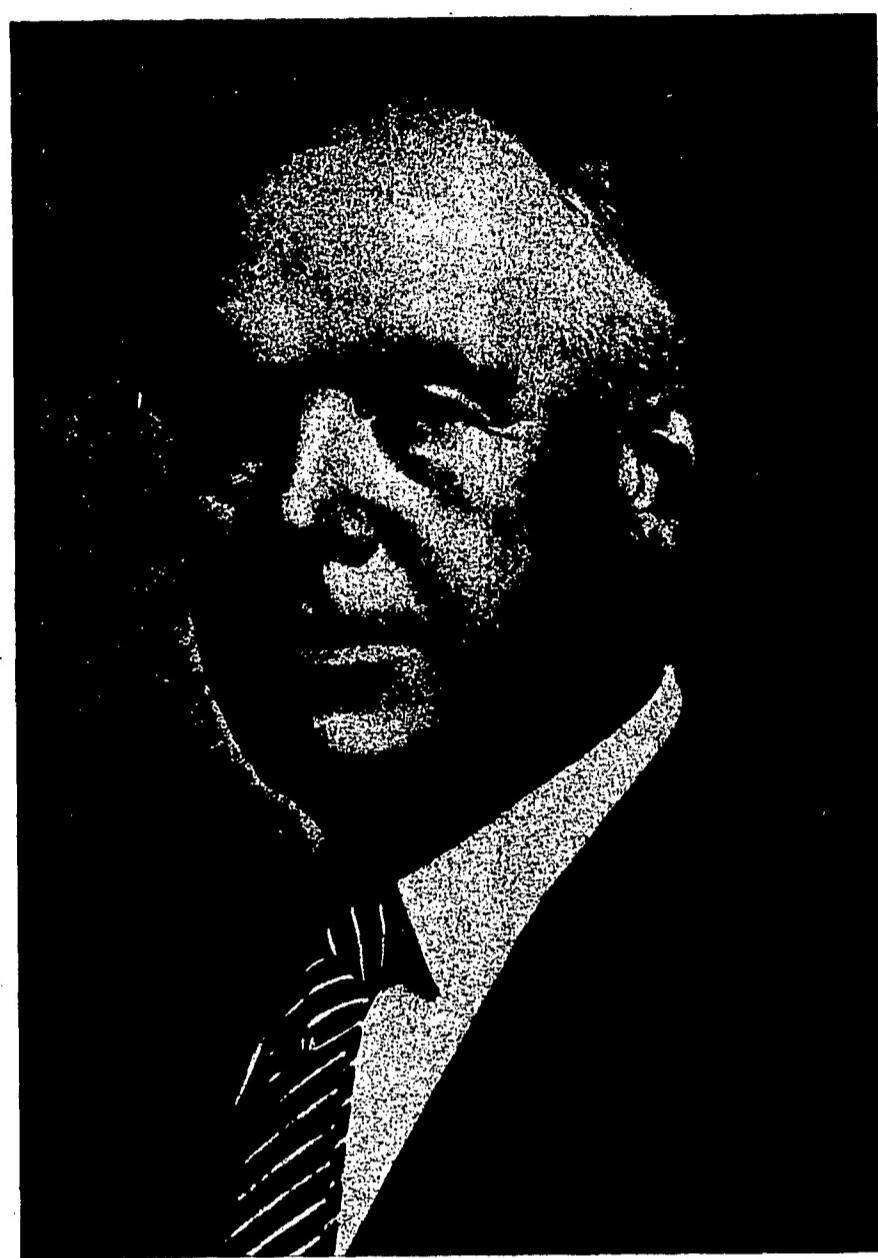
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## New Head of National Education Association



PRESIDENT UEL W. LAMKIN

### Mr. Dieterich New C. H. S. Supervisor

Mr. H. R. Dieterich, Principal of the Maryville High School for the last year, has taken the position as High School Supervisor of the College High School.

The College High School has twenty-seven practice teachers for the summer quarter. The students who are doing their practice teaching this summer are:

Vivian Alsup, English; Byron Beavers, history; Raymond G. Brown, agriculture; Helen Buchman, commerce; Opal E. Culver, English; Walter Cochran, agriculture; Lester DeNeen, history; Lula Eychaner, mathematics; Alice Hastings, home economics; Irvin Graff, geography; Beatrice King, history; Marie Kroonblawd, English; Mrs. Maude McClelland, home economics; Alice Lawler, geography; Lola O'Day, commerce; Lorene Palmer, physical education; Muriel Pilcher, reading and speaking; Arthur Reed, commerce; Max Reigard, history; Pauline Ringold, math.; Norma Schmitt, history; Ida M. Totzke, history; Lewis M. Werth, math.; Virginia White, fine arts; William Williams, agriculture; Dollie Ruth Wilson, English; and Eva Wilson, geography.

### Mr. Eek Addresses Pi Omega Pi Frat

Mr. Eek, chairman of the Commercial Department, gave a short talk concerning "Helpful Hints to Beginning Teachers" at a meeting of the Pi. Omega Pi commercial fraternity on July 2, at 10:15 o'clock.

Mr. Eek brought out several points that will assist the beginning commercial teacher if the teacher observes them. 1. The question of conversation and the establishment of relationships are the most important to the new teacher who is for the first time going into a community. 2. Do not be too hasty in your conclusions if you hear a statement or if someone asks you for your opinion, play fair and express your own. 3. The commercial teacher must get closer to the business man. Take the initiative and get someone to introduce you. In this way you will find out about the business structures of the community. Try to meet the business men wherever you go. In conclusion, Mr. Eek said for every teacher to go to the university and keep going right up the ladder.

L. O. Rasmussen, a representative for the Gregg Publishing Company, visited the meeting. He gave just a short talk clinching the things which Mr. Eek had brought out before.

The remainder of the program consisted of a reading "Uncle Daniel's Prayer" by Russell McCoy and two vocal selections "Goodbye" and "Sweet Dreams Lullaby" by Chilton Ross.

Ruth Harding was chairman of the program committee.

"It is due to the idea that the teach-

### Build Character Says Educator At Assembly

Instruction and Training Pointed Out as the Two Elements of Character Education.

"The greatest outcome of our teaching is a positive character building," said Miss Pauline Humphrey, head of the education department of the State Teachers College of Warrensburg, in her talk to the regular College assembly, June 27.

Miss Humphrey in summarizing her talk said:

"We are able to develop character when the mechanism of the school, the traditional methods, and the desire to teach facts are subordinated to the work of producing desirable citizens. The plant and the equipment, the methods of teaching, the subject matter must be chosen, constructed and executed in terms of character development. "We must know the nature of the child, the demands of society and technique of changing the child into an honest and upright citizen. We must know that character cannot be taught specifically, rather it is taught as the part of every phase of life and every subject."

The Aim of Education.

"The development of character has stood throughout time as the recognized aim of education," the Warrensburg educator said. "No theory of education ignores it. No subject has been admitted to the curriculum that its exponents did not claim for its character education as a direct or indirect outcome of that subject."

Miss Humphrey then described the various types of subjects taught and showed how each in its own phase sought to raise moral standards.

Instruction and training were pointed out by the speaker as the two elements of character education.

"Instruction furnishes materials out of which ideals and motives are formed, but ideals that do not issue into action are a curse, so training that results in habits of conduct must be the second element. Both instruction and training are essential and no teacher dares ignore either of these elements."

Much Training Immoral.

"I am sorry to note that much of our training is immoral," Miss Humphrey declared. "The speaker then set forth the reason for her opinion.

"It is due to the idea that the teach-

er must make him (the pupil) behave, must make him learn and make him do other things. She must teach the child that there are fundamental principles of right and justice and consideration of others. She must teach him that standards of right and wrong are not

(Continued on Page 3)

### Mr. Selecman Likes His New Position

Dr. Taylor Was President of College Here From 1909 to 1913.

Word has been received from Mr. Selecman, formerly publicity director at the College, that he is settled in his new work in New York. He is pleased with his staff and likes his new position.

In the letter which was received at the College he stated that he wishes to be remembered to all of his friends as it is impossible to write to all of them.

Mr. Selecman is located in a cool southwest room in the Allerton House, 143 East 39th Street, New York and is only six blocks from his office.

At a special assembly Thursday morning June 28, the student body welcomed an ex-president of the College, Dr. H. K. Taylor, back for a visit.

Dr. Taylor who is now director of extension and associate professor of Education in the Southern Methodist University, Dallas, Texas, was president of the College here from 1909 to 1913 and will be remembered by many of the older students and graduates.

He came from the presidency of Kentucky Wesleyan College at Winchester, Kentucky.

Dr. Taylor has completed his 49th year of teaching. Next year he and Mrs. Taylor will go to Palestine and Egypt and the year following they plan to attend the Passion Play at Oberammergau.

In his talk to the student body the former president expressed his friendship to the College and his pleasure of the growth that it has made. When he first came to Maryville, the College building was just being started and the foundation was just above the ground.

Games were played but due to rain the party was forced to return home at 7 o'clock. Those present were: Leota Clardy, Opal Fern Wallace, Isabel Hannan, Helen Murray, Virginia Wells, LaVerne Wells, Ellen Woodman, Mary Douglass, Lucile Leeson, Elizabeth Edwards, Wilma Lewis, Helen Richley, Donald Houghtaling, Earl Blauvelt, Edward Woods, Judy Nicholas, Mr. and Mrs. H. R. Dieterich and sons Jack and Herbert, and the sponsors Ludona Tannhill, Vivian Alsup, Helen Buchman, and Alice Lawler.

The speaker also expressed his pleasure of knowing that he was before an audience of one thousand people a large percent of whom were to eventually be engaged in the teaching profession.

"Teaching today, in a profession," Dr. Taylor said, "and it depends upon us as teachers as to whether or not it is made a bigger and better profession. The world today wants to know 'what can you do?' and the teacher that can put something across is the one in demand." He pointed out that unless one loved children and liked to teach, he should not enter the profession.

He dealt briefly with what education must do, namely to aid in solving the problems of life. "In Algebra," he said, "one is taught to solve problems and this same training should carry over into life which has problems more complicated than ever before."

Dr. Taylor closed his remarks with a plea that those who were to be teachers would serve fully in their community.

"The man," he pointed out, "who is Hefley, and Ward Barnes,

### Former Head of College Speaks At Assembly

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## Bigger and Better S.T.C. During Administration of Mr. Lamkin

not worth more in the world but at that which he follows to make bread and meat is not worth more than half." This service, he said, would bring happiness. "Happiness," he remarked, "is the greatest thing of all, but it isn't found by seeking it. Happiness is the by-product of duty well performed."

Ethel Graves and Buelah Barber spent the holiday at Miss Barber's home in Grant City.

### Commerce Students Go to St. Joseph

Sixty-five Students Make Laboratory Trip Through Business Houses.

Sixty-five students of the Commercial Department of the College spent Wednesday in St. Joseph, where they visited five large business houses. The group left Maryville at seven o'clock in the morning and the tour of inspection started from the Chamber of Commerce rooms in St. Joseph at nine o'clock.

The Toole-Lacy Bank was the first place on the list. The group was taken through the bank, where the various work of the departments was briefly explained. One of the interesting places in the bank was the large safety deposit vault. The workings of the vault were explained to the class. The second place on the schedule was the Wheeler Moller Wholesale Company. The class was taken over the different floors of the building and the guides gave descriptions of the nature of each department.

The Collier-Adams Sash and Door Company proved to be a very interesting place. After being shown thru the plant, the group was dismissed until one-thirty in the afternoon, when they were to meet at the Chase Candy Co.

The trip through the Candy Company was one of much interest. The large group was divided into four smaller groups. Guides were given each of the groups and the work of

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**COLLEGE OATH**

"We will never bring disgrace to this our College by any act of cowardice or dishonesty. We will fight for the right and bring justice to all. We will reverence and obey the College laws and do our best to incite a like respect and reverence in others. We will transmit this College to those who come after us greater better and more beautiful than it was transmitted to us."

The College baseball team will play the Kirksville baseball team in a two-game series here on the College diamond Friday and Saturday. Last week the Bearcats defeated the Bulldogs in a similar series. Baseball is the major sport of the summer so it is up to the student body to stand back of the team in the same way that they do for basketball and football. The team has won all four of the games that they have played this summer, all from strong teams. When the two teams take the field this week, we hope that the stands will be filled by the entire student body cheering the Bearcats on to another win from the Bulldogs.

**THE MISSION OF THE N. E. A.**  
What about the National Education association? What is it aiming at? What has it done? What further does it hope to do?

It would require more space than is allotted to the average newspaper editorial to answer those questions adequately. Whatever the answers, they probably be challenged from some source as missing the target or as being insufficient or as leaving erroneous impressions. It is just as well that questions of this kind are not to be answered finally and indisputably.

Progress in any business, profession or science might not be impossible, but its pace would be retarded, if there were not some clashing of opinion, some divergence of view as to objectives and the manner of attaining them.

William McAndrew, 40 years in public school work, and needing no introduction to any education group, tells in the current issue of the American Review of Reviews the story of the N. E. A. as it appeals to him. He thinks of it as an agency dealing with tremendously big and important business, and aiming:

To help the states realize the original purpose of the men who organized the United States—a citizenry trained for justice, more perfect union, domestic tranquillity, common defense, and general welfare; a competent well-trained teacher committed to these ideals in every classroom in your vicinity; professionally trained superintendents unharassed by lay interference so long as they make good; popular understanding of the worth of education; reduction of the failures of youth, and establishment of teaching by scientific principles so that its guesses are supplanted by certainty . . . changing a spotty, hit-or-miss occupation of low general average throughout the states to a more coherent progressive service for you and your children; stabilize the great service of training children and save it from the ruinous effect of the peculiarly American disgrace—the school fight.

The time has pretty well passed when a school board member without professional or technical educational training presumes to tell an experienced, up-to-date teacher just what should be done and how it can be done in the classroom. Even those who seem to be qualified to speak, or have authority to speak, are becoming more hesitant and cautious about "butting in" on the proceedings of a well conducted classroom. There is a growing respect for the dictum that the real test of teaching is in results, regardless of the method by which results are attained, and a growing respect for the individuality, personality and temperament of the teacher as above any standardized scheme of instruction. The determining interest, from the standpoint of the general welfare, is in those taught, not in the teacher, in the effect of the teaching, not in its formula. Rigid regulation is taboo. The best teacher keeps step with her own genius for accomplishments, and she does not necessarily keep step with the ideas of the teacher in the next room, or even with the theses for which the superintendent has a special fondness.—Minneapolis Morning Tribune.

## Many Prints of Famous Pictures Exhibited in Second Corridor

"Tell me what picture hangs upon his wall and what books are his companions and I will tell what manner of man he is." This statement is as true today as it was when first spoken. Students and townspeople are having the opportunity to make acquaintance of the world's finest pictures by modern and old masters.

An art exhibit sponsored by the Fine Arts Department of the College, with pictures loaned by the Colonial Art Company of Oklahoma City, was being shown in the halls of the Administration building at the College last week up to Friday noon. It is in charge of Miss Betty Scrivener and Miss Velma Fitzsimmons.

The wood block prints, something new this year with the exhibit, are all original and were all made in England by Hall Thorpe. Each separate color or shading is put on by a separate block. In one picture, the largest wood block ever brought to America, fourteen different blocks were used.

These painting reproductions were made in Bavaria by a special process which reproduces the pictures so accurately that even the cracks in the original canvas are reproduced. Among the famous paintings are "Connecticut

Hills," by Ben Foster, "The Enchanted Pool," by Amick; "A Holiday," by Pothast; "The Whistling Boy," by Frances Drueck, the original of which is in the Art Museum in Cincinnati, and "The Path Through the Forest," by Traver, a famous American artist. George Innes, another famous artist, has a number of paintings. "Spring Blossoms," the original painted in 1887 is now in the largest art gallery in the world; the Metropolitan Museum of Art in New York. Others painted by Innes on exhibition are: "Home of Heron," "Autumn Gold," and "Sunset Splendor."

Among the pictures painted by the old masters is "Mona Lisa," by Di Vinci. The original is valued at \$5,000 and is in the Louvre, Paris. Also "The Last Supper," by Di Vinci, "Blue Boy," by Grinshborough, "Can't You Talk," by Holmes, and the "Arrival of the Shepherds," by Le Rollo. In the entire collection there are over two hundred paintings by famous masters.

The collection of wood-blocks and pictures is loaned to schools, women's clubs and civic organizations by the company. The aim of the exhibitors is to create an interest in fine paintings in all American schools.

person finds it difficult to establish himself on friendly terms with others, while the one who expects no more than fifty-fifty exchange in his relations with others finds it comparatively easy. The timid, reserved person finds it difficult to establish this desirable relation, while his more companionable fellow finds it easy. The law of even exchange applies in the persona relations as well as in the commercial world—we warm up to those who warm up to us.

Another reason for knowing people is that we may hold our own in competition with them. Not all the phases of human nature are good, and the better we understand it the better we can discriminate between the good and the ill phases of it. We owe it to the other fellow to give him an equal chance with ourselves; at the same time we owe it to ourselves to expect, if necessary exact, the same terms from him.

To understand human nature we must mingle with people, get their points of view, think, talk, work, and enjoy with them. And what a rare opportunity this summer term offers for the realization of these.—E. E. Dodd

**TEACHERS' COLLEGE TRAINING**  
The rapid growth and development of teachers colleges throughout the country during recent years indicate that these institutions are meeting the needs

of a religious ceremony by which they worshiped their gods. The early Christians considered it a part of their church and a part of their religious services.

**Travels Rugged Road.**

"My College days at Maryville represent my undergraduate college life. When I went to school here, I played on the basketball team. I did everything except study.

"I wouldn't take anything for what I got here. While I received my two degrees, Ph. B. and J. D., from the University of Chicago, the life there is purely intellectual. The emotional side is neglected. A smaller school such as this preserves that emotional side."

"One thing that I got here that carried me into this line of work was the spirit of Harry A. Miller, an instructor in this College. He did not have technique, but he had spirit. At that time, I did not realize it. I finished law school. I became interested in this work from the educational viewpoint. I had no desire to practice the profession, except that I found creation on the stage pleasant.

**Shows of All Kinds.**

"One wonders why of all professions anyone should choose the theatre and especially the profession of an actor. One may see a variety of shows in Chicago. At the follies there are no seats. Everyone stands. The stage is shoulder high. There are girls dancing.

"Is this the institution of which I am a part?" I ask myself. But this show is not so bad as some where one sits through the performance.

"We all know that all great agencies are very powerful. It depends upon the way they are headed whether they are developed into something valuable or something destructive.

"Look at clear water in a glass. Is that water a part of the muddy water in the Missouri River? It is a part of the water, but the water in the glass is smooth and clear." Mr. McReynolds pointed to the theatre as a parallel case. He made it evident that he did not consider himself a part of the "American stage," in its usual sense.

"Under the Greeks the theatre grew

and aspirations of young people of today to a very marked degree. The high school graduate, in choosing his college, is naturally interested in the type of work offered by the university and the college. Ordinarily he prefers to continue his education along some line that will give him a training for some remunerative occupation and at the same time fit him for service and leadership among his fellows no matter what his particular vocation ultimately may be. No college or institution can be said to meet this dual preference and demand better than does the teachers college.

Again the professional and technical courses which comprise but a minimum of the work of the teachers college student, are much less technical and far more liberal than are those of the law or medical student. The courses in education and psychology while dealing with the problems of the teacher are superintendents, or other lines of social service.

Modern civilization with its marvels of transportation and communication forces the individual into a world of ideas rather than things; a world of persons rather than places; a world of social rather than material contacts.

The teachers college more than any other educational institution deals with such a world in its curricula in general and in its professional work in particular. The law student deals largely with abstract formulas of constitutions, laws, and principles; the engineering student with material substances and processes; and the medical student with cadavers, drugs, and diseases.

The teachers college student, on the other hand deals with human beings in the fullness and vigor of life and with their physical and mental growth and development. His laboratory is not a laboratory of dead or material things but one of happy, boisterous, living boys and girls, men and women.

This is an age of specialization and, as we have special professions, vocations, and industries, so we have special schools and colleges which supply the knowledge and develop the skill required in each. The student who wishes to prepare for the legal profession is required to spend practically all his time from two to four years in the study of law. The dental student gives

all his time to dentistry, the medical student to medicine, and so on for the various vocations and professions. The type of education and training required for most of the vocations is extremely incident to the kind of work involved in the vocation.

The teachers college student has the advantage in the type of education and training he receives.

He has the advantage over the commercial, engineering, dental, law and medical student in that he is being prepared for a vocation while he is at the same time receiving a broad, liberal education. The profession of teaching requires a technique of its own just as law and medicine do but this technique is naturally related to student problems in general, to the courses of study, and to education as a unified system for the training in all professions.

For example, in abnormal psychology you find treatises on such phases of mental life as dreams, hysteria, hypnosis, psychoses, neuroses, dual and multipersonality, etc. In each of these you find again a variety of topics.

For example, in abnormal psychology you find treatises on such phases of mental life as dreams, hysteria, hypnosis, psychoses, neuroses, dual and multipersonality, etc. In the more practical applications we find such titles as the psychology of learning, of business, of industry, of advertising, of personal management, of economic motives, of salesmanship, of mobs, etc., ad infinitum.

During the war the application of psychology and psychological tests in the classification and placing of over 3,000,000 men into the various branches of the army service, helped to demonstrate its value and possibilities in diagnosing human capacities and aptitudes for various lines of human activities.

one narrow field, has a broad choice of courses ordinarily offered in a college of liberal arts and gives the minimum amount of time and effort to the professional courses especially concerned with the work of the teacher and educator. He also has the advantage over the liberal arts student in that, at the same time he is getting a liberal education, he is ready at practically every stage in his student career to step into a position as teacher, principal, superintendent, or other lines of social service.

It is the student at a teachers college who is offered courses in psychology which deal with the general aspects of human nature and the growth and development of the various phases of the individual and social mind. Hence it offers the foundation for the more specific types of mental function met with in the various vocations.

In the same way as psychology has spread to take in every element of human interest because these are essentially physical or mental, so has the science of education spread to consider every phase of human growth, development and achievement, because they are dependent largely upon the kind of training and development open to the immature as well as the mature individual. Education is no longer a narrow school activity but embraces the training and education for all fields of activity and for all stages and ages of life.

Thus it is seen that education as a science no longer deals with the isolated

problems of the school but with problems which touch every phase of society such that it offers widest possible opportunity for contact with modern social life. Courses in education and psychology supply for this reason a liberal training which is related to every vocation that a person may wish to enter.

In the Training School one has to meet all kinds of emergencies and all kinds of personalities. Poise, common sense, good judgement, sympathy, initiative, and understanding. Human nature is called for in this human laboratory every moment you spend in it. Here the psychology and pedagogy of human relations are put into practice. You may not teach school a day in your life but you are getting in a concrete way the experience that will help to make you the chief of the gang, the general of the army, the manager of the business, the proprietor of the industry, the governor of the state, or the head of the nation.—Teachers College Budget

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### ST. LOUIS EXCURSION.

Leaving Maryville July 20-21. Good to return leaving St. Louis 7:30 p.m. July 22nd.

**\$6.50** Tickets good only in coaches or chair cars. Half fare for children. No baggage checked.

#### ATTRACTIOMS

National League Base Ball Games, St. Louis vs. Philadelphia, July 21-22. Municipal Open Air Opera Co. presenting "The Lady in Ermine" evening of July 21.

Visit the Famous Natural Bear Pits, Shaw's Garden, Forest Park and the Lindbergh Half-Million Dollar Trophy exhibit.

"While a certain big religious production was being staged in this country, many of the men in the cast were accompanied by their mistresses. How could they throw themselves into the parts with the proper spirit and feeling?" Morality is essential for the creative acting essential to the best production, Mr. McReynolds believes.

The actor's sister, Miss Laura McReynolds, who attended the College here, taught school in Louisville, Ky., last year. She is in Chicago now. A brother, Ross McReynolds, who also attended the College here, formerly taught in the University of Chicago, but is now with the American Metal Trade Company in Chicago.

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ON the "St. Louis Limited" over the Wabash... a fine fast train... the shortest route... splendid service.

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## "Drums of Love"

### Feature Movie

#### Here July 19-20

Plot Based on One of History's Most Famous Incidents.

D. W. Griffith's new United Artists picture "Drums of Love" will be the third in the series of moving pictures which is coming to the College for two days, July 19 and 20. "Drums of Love" is one of the largest productions on the United Artists program and is based on one of history's most famous incidents that of Francesco da Rimini. The cast is headed by Mary Philbin, Lionel Barrymore, Don Alvarado, Tully Marshall, and William Austin. The admission will be 35 cents and students will be admitted upon the presentation of minor coupons from their coupon books.

In making "Drums of Love," D. W. Griffith has introduced to the screen an entirely new idea. Perhaps for the first time in the history of motion pictures, he has co-ordinated the work of the camera with the work of the artists as to make the quality of the pictures taken an integral part of the dramatic action.

Griffith has photographed, in the course of the filming of "Drums of Love," several paintings. Such shots have always presented an almost insurmountable obstacle to the motion picture director. Invariably they have irked him because they seemed to him to look very flat when projected on the screen.

"D. W." however, felt that there must be some solution. To substantiate his hypothesis he happened to be looking at some illustrations one day. Among the volumes whose pages he turned was Gazo's "History of France," illustrated by De Neuville. He noted a peculiar quality of the black and white sketches of this noted Frenchman. Although they were shaded and more or less traditionally executed, the figures stood out. There was something that lent to them an almost three-dimension quality. Starting out on the assumption that the camera must be able to produce the same effects, Griffith went to work with his cameraman, Karl Struss. They experimented for weeks. Oil paintings, etchings, tapestries, were photographed with varying results.

And then human beings. A set was taken. Then a background. Later an entire scene. The result was amazing. The characters walked about on the silver sheet as if they were real people. Rather they seemed to be walking in front of the screen.

Three dimensional pictures—they are. A terrific stride ahead toward the goal of all motion picture directors.

There are other characteristics of "Drums of Love" which, in the eyes of its makers, makes it exceptional. The treatment accorded the old legend of Francesco da Rimini which has been an inspiration to artists since Dante, and even down to our own D'Annunzio, is unusual. The scene of the story is moved from Continental Europe to South America at the time of its greatest flowering, when the splendors of the Court of Portugal were moved to the vast new Empire by King Don John.

#### Pence—Pettigrew.

Miss Irene Pence, of Clearmont, became the bride of Mr. Maynard Pettigrew in a single ring ceremony performed by the Rev. R. A. Mitchell of the South Methodist Church of Maryville, at eight o'clock in the morning of July 9.

The bride is the daughter of Mr. and Mrs. Elmer Pence of Clearmont. She graduated from the College in the summer of 1928. While attending school here she was a member of the Philomathian Literary Society, Social Science Club, and the Bronze Letter Club. Since her graduation she has been teaching social science in the Clearmont High School.

Mr. Pettigrew was graduated from the College with the class of 1928. He was a member of the Y. M. C. A., Mathematics and Science Club, and was an active member of the Theta Chapter of the Sigma Tau Gamma, national fraternity. For the last two years he has taught school in the Consolidated schools of Bolckow. Mr. Pettigrew will be Superintendent of Schools of Ravanna, Mo. for the coming year.

#### Faculty Gives Picnic For New Members

The members of the faculty of the College entertained with a picnic on the lawn of the home of President and Mrs. Lamkin, the evening of June 29, in honor of the members of the faculty who are here for the summer term.

Among those who attended the picnic were:

Mr. and Mrs. R. L. Bryant, the Rev. and Mrs. H. N. Dewar and Billy and Elizabeth Dewar, Mr. and Mrs. Herbert Dieterich and children, Mr. and Mrs. L. M. Pek, Mr. and Mrs. Henry Foster, Mr. and Mrs. L. R. Fuhrer and child.

Mr. and Mrs. W. A. Rickenbrode, Mr. and Mrs. Roy Kinnaird and Miss Velma Fisher, sister of Mrs. Kinnaird, Dr. and Mrs. H. K. Taylor, Mr. and Mrs. Leslie Somerville, Mr. and Mrs. W. H. Metzler, Mr. and Mrs. L. R. Woodman, Mr. and Mrs. H. O. Hickerell, Mr. and Mrs. H. F. Lawrence and Mary Jane and Billy Coffing of Dallas, Tex., Mr. and Mrs. Willis Walker, Mrs. Carrie Margaret Caldwell and daughter, Sarah.

Miss Edith Barnard and her sister, Miss Florence Barnard, Miss Mattie Dykes, Miss Mary Fisher, Miss Frances Holliday, Miss Carrie Hopkins, Miss Mary Keith, Miss Ethel Saxman, Miss Dora B. Smith, Miss Elizabeth White, Miss Letha Lowen, Miss Ruth Lowery, Miss Anna Painter and her mother, Mrs. Mary Painter, Miss Power, Miss Margaret Putnam, Miss Vida Reckmeyer, Miss Elizabeth Briggs, Miss Katherine Franken, Miss Helen Myers, Miss Dorothy Schulze, Miss Irma S. Schuh, Miss Helen Barton, Miss Helen Anderson, Miss Lucille Brumbaugh, Miss Lucille Ramona Lair.

#### Jr. Conservatory Pupils in Recital

Mrs. Caldwell's Pupils Present Pleasing Hour of Music.

Mrs. Carrie Margaret Caldwell, instructor in the junior piano department of the College Conservatory of Music, presented her pupils in a recital in the College auditorium the evening of July 9, at 7:30.

One of the interesting facts in the evening's recital was the fact that some of the pupils were only four years of age, while others are in the primary grades at school. The program was composed of a large number of ensemble selections, duets, trios, and an octet.

Following is the program:  
 I. (a) "Little River," (Meissner) Buddie Harrison.  
 (b) "Left, Right," (Williams), Sarah Caldwell.  
 (c) "Whip Poor Will," (Jesse), Charles Vincent Wolfers.  
 (d) "Musette" (Bach), JoJohn Gilham.

II.—(a) "Bird Calls" (Olds) Jimmie Montgomery, Helen Jean Collins, Jimmie Cook, Theresa Lueck, Evelyn Wick, Mary Katherine Needels, Betty Blagg, Marguerite Thorp.  
 (b) "Diddle, Diddle, Dumpling," (Williams), Jimmie Montgomery.

"My Pony," (Meissner), Helen Jean Collins.  
 "Lady Moon" (Meissner), Jimmie Cook.  
 "Lady Bird," (Meissner), Theresa Lueck.  
 "Wooden Shoes" (Meissner), Evelyn Wick.  
 "Soldiers" (Haake), Mary Katherine Needels.

"Seasons" (Jesse), Betty Blagg.  
 "Magis Music" (Meissner), Vandella Wood.  
 III.—(a) Folk Songs: Bobbie Gex, Orioles" by Mildred Bratcher; Playlet



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Buddie Hamilton, Barbara Gray, Robert Shelby, Marguerite Cursman, Edna Went Out"; four charades; and a piano solo by Beulah Cook.

The following students are Bluebirds: Catherine Baum, Earl Blauvelt, Edward Brush, Leota Clardy, Mary Dougan,

president; Elizabeth Edwards, Helen Elliott, Marie Horn, Roberta Kingery,

Ruth Dramer, Lucile Leeson, Wilma Lewis, Virginia Miller, Helen Murray,

Lulu Tompkins, LaVerna Wells, Virginia Wells, Harlan Wood, Ellen Woodward, and Edward Woods.

The following students are Orioles: Maude Qualls, Margaret Komer, Ruth Thompson, Lora Belle Pittsenger, Opal Fern Wallace, president; Betty Hickernell, Bessieanne, Mildred Bratcher, Isabel Hamlin, Beulah Cook, Golda Birkenholz, Helen Palmer, Fern Cochran, Helen Richey, Donald Hough-

taling, Edward Strong, Judd Nicholas, Laura Gatton, Alice Shaw, and Lucy Lloyd.

The program July 6 will be given by the Bluebirds.

the speaker, "What can we do to change what is?"

Here are five answers Miss Humphrey gave to the question:

"First, we must ourselves get right. We must refrain from insisting upon children obeying us, but develop in them a willingness to conform to that which is right."

"Second, we must refrain from an uncritical veneration of the past by taking the position that old things, modes of control, are good because they are old, or new ways of doing things because they are new."

"Third, we must refrain from telling children to perform specific acts. Present a situation and allow them to choose the type of reaction.

"Fourth, we must see that the school provides a social environment representative of society integrated and continuous with community life in which pupils live. We must see that the pupil is a genuine and responsible participant in the society of the school."

"Fifth, we must use the entire plant, the whole corps of teachers and the entire school program for the training of character. We must not err in attempting to set aside a special time for special instruction."

Expressing the belief there is some risk of being called dogmatic, Miss Humphrey introduced ten specific things a teacher should observe. They are:

**Things Teacher Should Observe.**

1. We should avoid great external pressure.

2. We should allow children to face and decide questions for themselves.

3. Refrain from telling what to do.

4. We must remember that in this field as in others children learn by

doing. Emphasis should be placed upon performance.

5. We should entertain a cheerful expectancy that what should be done will be done.

6. In every way possible anticipate evil reactions and forestall them by those which are good.

7. As often as it is practicable have the pupils sing together in choruses,

patriotic and religious, and other songs for moral uplift.

8. Make pupils familiar with stories and heroism.

9. Let pupils participate in some regularly organized movement for the relief of distressed.

10. There are some school situations where character is formed by the pupil's relation to superintendent and teacher, the respect for property, competition and the open-mindedness of the teacher.

Miss Humphrey stated she was glad to meet some of her former colleagues, Dr. H. J. Green, Homer T. Phillips, Charles R. Gardner, Miss Doris Smith, and Miss Elizabeth White.

## Our Great July Clearance Sale is now on

Bargains in every department

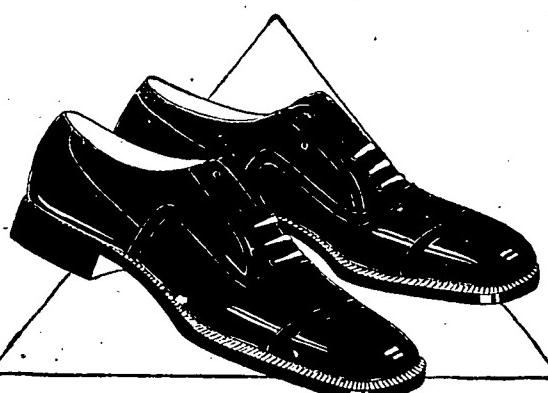
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We have Phoenix Hosiery in several different styles and grades and the price range is from

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## Many in Attendance At Leap Year Dance

### Dorm Girls Give Outstanding Social Event of Summer.

The outstanding social event of the summer quarter was the Leap Year Dance given by the girls of Residence Hall, Friday evening, July 6. Approximately 50 couples were in attendance.

The dance was unique in that the formalities generally performed by the gentlemen, were accorded to the ladies, true to the traditions of Leap Year.

"I've tagged a man for the Leap Year Dance" was the slogan that was used by the girls for the evening.

The music furnished by the Yehle orchestra received many hearty encores. Even though the evening was extremely warm, neither the orchestra nor the crowd lost its spirit of enthusiasm.

The social committee in charge of the dance was: Vera Gresham, Charlene McHugh, Thelma Reece, Wave Duncan, Helen White, and Karol Oliphant.

Miss Minnie James has enrolled and taken up her studies in Columbia University for the summer, according to a letter received from her. She also reports that she had a wonderful trip to New York. Miss James, an instructor of Commerce in the College, is on a leave of absence.

A tea for the faculty ladies of the College was given by the girls of Residence Hall the afternoon of June 30. Irene Goff, president of the house board, and Vera Gresham, vice-president of the board were in charge of the tea. They were assisted by other members of the social committee.

Helen Elliott and Lora Belle Pittsberger are back in school after an absence of two weeks on account of the mumps.

Mary Rock, of Mound City, was obliged to leave the College on account of illness.

## Over the Library Desk

The library was open all day the "Fourth of July" and a great many students who stayed in Maryville took advantage of this chance to do some work on that day.

The writer of these items had the privilege of visiting the libraries of eight other colleges during the last year. These visits were short but a great many things favorably impressed me at these places. Our own library far outranked many of these in number of books but was surpassed by some of them in conditions conducive to quiet study.

The library force is planning a picnic for some afternoon and evening next week.

Everyone using the library should be careful to sign out any book that is taken from the library, to mark the exact date that the book is to be returned, and to return the book on time. These rules are essential and must be obeyed by all if the library is to give you the service that it should.

The following are some books that have recently been added to our library:

Lewis & King—The Making of a Chemical.

Engelder—Textbook of Elementary Qualitative Analysis.

Steel—Physical Chemistry and Biophysics.

Kolthoff & Furman—Potentiometric Titrations.

Moore & Underwood—Experiments in Organic Chemistry.

Holman & Robbins—Textbook of General Botany.

Bodansky—Introduction to Physiological Chemistry.

Miller & Parkins—Geography of North America.

Pierce—Deans and Advisers of Women and Girls.

Thompson—Economic and Social History of the Middle Ages.

Whitbeck—Economic Geography of South America.

Barnes—The New History and the Social Studies.

Abbott—The Expansion of Europe.

Kent—The Democratic Party.

Myers—The Republican Party.

Kelso—The Science of Public Welfare.

Wright—The Geographical Basis of European History.

Bossard—Problems of Social Well-Being.

Treat—The Far East.

Arneson—Elements of Constitutional Law.

Thorndike—The History of Medieval Europe.

Slosson—Twentieth Century Europe.

Thompson—Feudal Germany.

Haring—South America Looks at the U. S.

Monroe—China.

Fisher—Principles of Real Estate Practice.

Jones—Land Planning.

Bottomey—The Design of Small Properties.

Anderson—Farm Income and Farm Life.

Jeffrey—The Anatomy of Woody Plants.

Strasburger—Textbook of Botany.

Walter—Biology of the Vertebrates.

Holmes—The Biology of the Frog.

Fenton, Norman, and Worcester—Educational Measurements.

Russell—Classroom Tests.

Kelly—Interpretation of Educational Measurements.

Dickson—Mental Tests and the Classroom Teacher.

Robertson—American Universities and Colleges.

Kelly—The Effective College.

1927-1928 Who's Who Among North American Authors.

Mr. Caulfield reports that his classes are the regular size for the summer quarter. Several field trips have been taken and an interesting study of the effects of erosion of the soil has been made by the 101a class in geography.

Lola Tillett and Helen Jenkins were the guests of Rebecca Boyd at her home in Forest City over the Fourth.

Jessie Bennett and Thelma Robertson were the guests of Mildred Ferguson at Bedford, Iowa, over the Fourth.

Bertha Wiseup, of Grant City, who has been out of school for the last three weeks, has again returned to the campus.

Miss Margaret Franken left from her home in Norborne, Missouri Tuesday, July 3, for New York City where she will attend Columbia University this summer.

## Bearcats Win Two

### Kirksville Games

The College team will play a return two-game series with Kirksville this coming Friday and Saturday, July 13 and 14.

The College Bearcats took the Kirksville Bulldogs out of their kennels by winning both of a two-game series of baseball July 6 and 7, at Kirksville.

In the first game, which proved to be a slugging contest, Maryville won by a score of 25 to 11. The second game was won by a score of 11-7.

The following Bearcats made the trip to Kirksville: Schaffner, Burks, Henry Iba, Howard Iba, Hedges, Cain, Joy, Thorburn, Trimble, and Coaches Lawrence and Davis.

The box score in Friday's game follows:

MARYVILLE	R	H	E
Schaffner, lf	5	4	0
Lawrence, ss	1	2	1
Burks, 2b	4	3	2
Iba, Henry, 1b	3	3	0
Hedges, 3b	2	1	1
Davis, rf	1	1	0
Cain, rf	2	2	0
Iba, Howard, cf	2	4	0
Thorburn, p	4	0	0
Trimble, v	1	0	0
<b>TOTAL</b>	<b>25</b>	<b>20</b>	<b>4</b>

KIRKSVILLE	R	H	E
Litschy, 2b	1	3	1
D. Vail, 2b	0	0	1
Estes, 3b	0	1	2
Burchett, 3b	0	1	0
Hoor, cf	2	2	0
Palmer, lf	1	0	1
Faurot, cf	2	3	0
Bigsby, 1b	1	1	0
Bowlin, ss	1	1	0
J. Vail, rf	0	1	1
Ray, rf	1	1	1
Moore, p	0	0	0
Streeter, p	1	1	0
Bradley, p	1	1	0
Praxton, c	0	0	0
<b>TOTAL</b>	<b>11</b>	<b>16</b>	<b>7</b>

Score by innings:			
Maryville	120	500	863-25
Kirksville	600	009	200-11

The box score in Saturday's game follows:			
MARYVILLE	R	H	E
Shaffner, lf	1	1	2
Lawrence, ss	1	2	0
Burks, 2b	1	2	1
Henry Iba, 1b	1	2	0
Hedges, 3b	2	1	0
Cain, rf	0	0	1
Howard Iba, cf	2	1	0
Joy, p	1	1	0
Trimble, c	1	2	1
<b>TOTAL</b>	<b>11</b>	<b>14</b>	<b>4</b>

KIRKSVILLE	R	H	E
Litschy, 2b	0	1	2
Burchett, 3b	0	1	0
Hoor, c	1	2	0
Palmer, lf	2	1	0
Bigsby, 1b	2	2	0
J. Vail, rf	0	1	0
Bowlin, ss	0	2	1
D. Vail, p	0	0	0
McArtor, p	0	0	0
Ray, lf	0	0	1
Garrison, lf	0	0	2
Bradley, lf	0	0	0
<b>TOTAL</b>	<b>7</b>	<b>11</b>	<b>7</b>

Score by innings:			
Maryville	031	000	403
Kirksville	032	011	000
Home run, Hedges			

The Commercial Department reports a large enrollment for this summer. The typewriting classes are filled to the maximum. Miss Elizabeth Briggs is teaching Shorthand and Typewriting for the summer quarter. Miss Briggs who has been an instructor in the College before, was an instructor in Commerce at Madison, Wisconsin, the past year.

An interesting factor in regards to the Commercial department is the increasing demands for commercial teachers. The department here has received many calls and has been unable to supply the demand. Calls are continuing to come in and every indication is that commercial teaching in high schools has a new impetus.

We are always hearing bits of conversation from ex-College students. They realize the fact that they did not make the most of their time while in school. "If I only had a chance at it now, how differently I would do," is the old cry. Knowledge may seem like a very insignificant thing when one is in school, because there are always those who say you can get by without it. However, no one will deny the fact that knowledge of some sort, helps a person when he gets away from school and tries to earn his bread and butter. If ex-students bemoan their ill fate to the ears of those about him, why does it not make some impression on the present students who are just floating along?

**Help Wanted**

Sweet woman, ever fair to look upon,  
Can nowadays contrive to look more  
bonny still;  
By means of tricks, her beauty she  
will don

With marvelous skill.  
With eyebrow pencil, rouge pot, lipstick,  
she—

Will set the stage to lure the unsuspecting  
knight;

And over all, as crowning glory, he  
will see—

A permanent wave.

But man, at best not much to look  
upon,